

Feedback in Medical Education: Students' Perspective vs Faculty Perspective

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Background

Feedback is an important source of improvement for medical schools. It serves as a tool for assessment as well as a guide to improve medical curricula and teaching methods. It is an insider opinion by students who are the most important shareholders of medical education. In this study, we gathered information and analysed different feedback systems

Summary of work:

We conducted thirteen questions questionnaire to collect information about the feedback systems of medical schools, by the help of a network of student leaders (TurkMSIC) from 25 different schools. In each school, information was taken from 2 students (1 medical education leader, 1 student representative) and 1 faculty member (who has a role in program coordination).The questionnaire was developed by a group of medical students and a resident.

Summary of results:

Feedbacks are mostly received for evaluating a single lecture. There is no relation between percentage of students involved and years of study. In general, feedback is taken by printed questionnaires and includes less than %20 open-ended inquiries. Web based systems has not been developed enough. Also, very little concern is given to group feedback. The feedback format is the same for all students not taking specific needs into account. There is considerable difference between the perceptions of faculty and of students.

Conclusions:

There are differences between how students and faculty members approach to feedback and there are many areas to improve feedback mechanisms.

Take home message:

Faculty members and students must work together to improve feedback mechanisms within medical faculties for the best benefit of medical education.

Student roles in accreditation: Ideas for improvement

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Background

As one of the methods of quality assurance, accreditation of educational programs has been a driver for change in many medical schools. Accreditation process is composed of a self-review of the institution and an on-site evaluation by accrediting body. These both are important opportunities for medical students with specific roles attributed to them. Accreditation (just as a volunteer activity for now) is a new term for Turkish medical schools.

Summary of work:

A focus group discussion, composed of local student leaders from 17 Turkish medical schools, 10 from accredited and 7 from non-accredited was organized. Their knowledge about accreditation process, their involvement in self-review committees, their roles at site visits, effect of student networking, their observations regarding change in their medical schools (if there is any) and student representation at accrediting body was discussed. The discussion was recorded.

Summary of results:

Only 1 student knew about the legal aspect of accreditation process. Student networking (country wide) was the main information source for their roles in accreditation process. Except for 2 examples, they believe that student selections for self-review committees or site visits are not transparent. They don't believe that accreditation of their medical school made (or will make) a change for their learning environment, but they believe that the set of standards may be supportive. They don't understand the rationale for selection of students at accrediting body.

Conclusions:

Students give importance to accreditation processes and care about their roles. Transparency of the process in selecting students for specific roles is important. Students want to see some steps towards change.

Take home message:

Student involvement in accreditation should be improved for a better process.